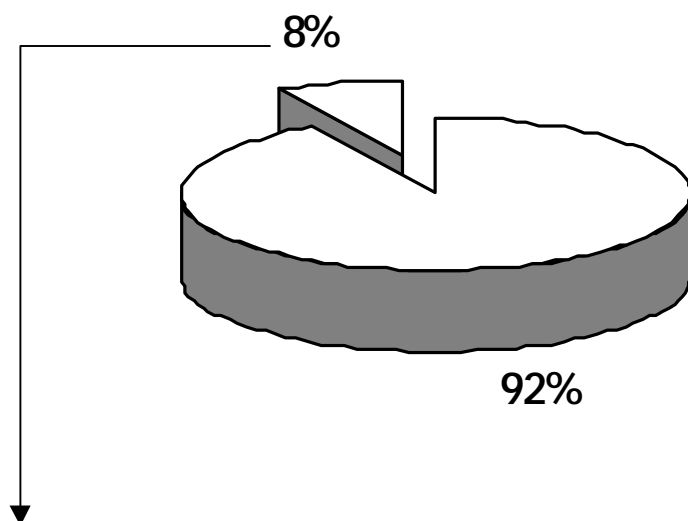


VIRGINIA'S 2000 PERFORMANCE ON *STANFORD 9* – GRADE 9

Students Not Tested

Stanford 9 Intermediate 2 Form TA, Abbreviated was administered to 88,568 grade 9 students in Virginia in Fall 2000: 92% of the grade 9 students enrolled at the time. As in grades 4 and 6, there were several reasons why ninth grade students may not have taken the test, but ninth graders were most likely to have missed the test due to absence. Other possible reasons are described in “Who Is Tested on *Stanford 9*?” on page 14 and included in Figure 9.1 below.

Figure 9.1 – *Stanford 9*, Fall 2000, Grade 9
Reasons Students Not Tested



Percent of Students Not Tested = 8%

Of the students not tested in grade 9:

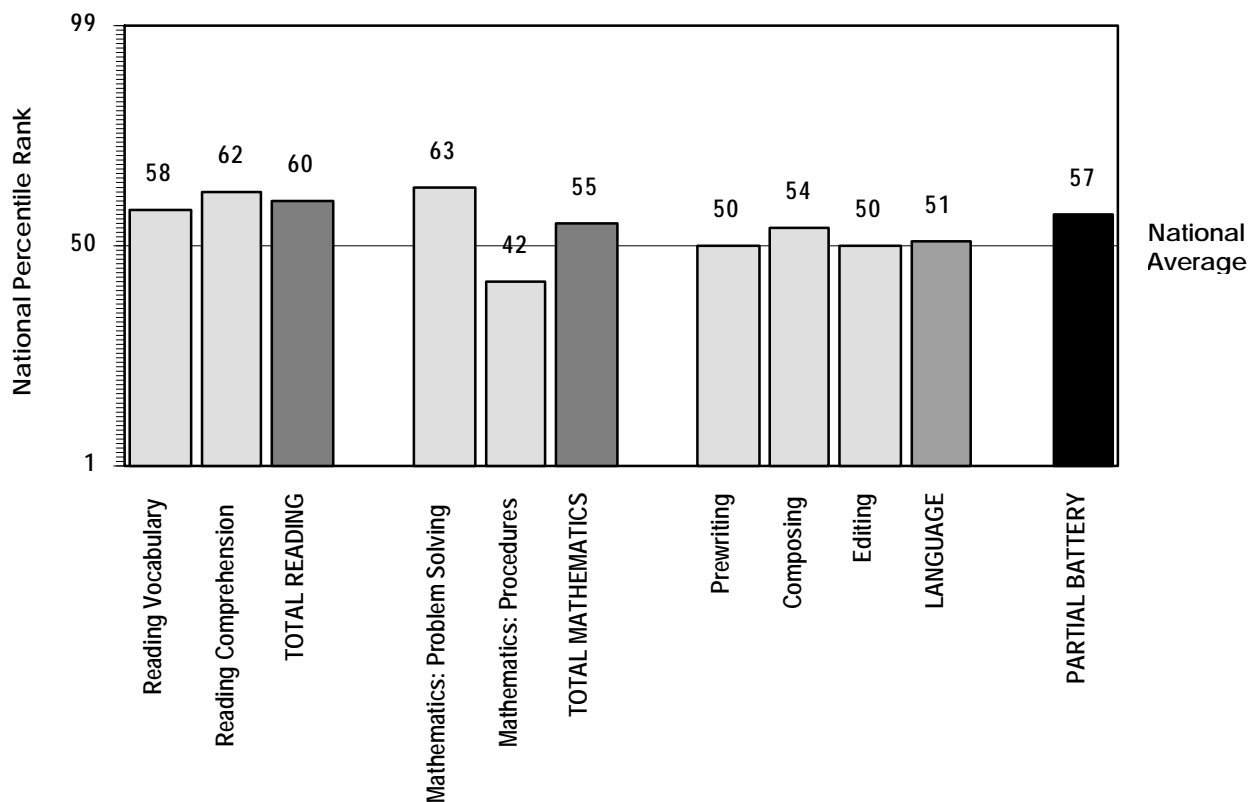
- 47.9% were not tested due to absence.
- 30.2% were not tested due to a disability exemption.
- 19.1% were not tested due to limited proficiency in English.
- 1.2% refused to take the test or were disruptive.
- <1% were not tested due to medical emergencies.
- 1.4% were not tested due to other reasons.

Grade 9 performance

Statewide Percentile Ranks

Figure 9.2 shows the statewide national percentile ranks for the Fall 2000 administration of *Stanford 9* to ninth graders in VSAP. Student performance on the subtests in the area of reading was well above the 50th percentile. In mathematics, only the Mathematics: Procedures subtest fell below the 50th percentile. In language, all subtests were at or above the 50th percentile. The ninth grade Partial Battery score, which provides an indication of overall performance on the test, was at the 57th percentile. This means that the “average” Virginia ninth grader did as well as or better than 57% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 9.2 – *Stanford 9*, Fall 2000, Grade 9
Statewide National Percentile Ranks



Grade 9 performance

Quartiles

When reviewing average national percentile ranks for a group of students (in this case, all of Virginia's ninth grade students), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

Figure 9.3 on page 38 displays the performance on *Stanford 9* in terms of the percentage of Virginia ninth grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages in the four quartiles, the following points can be observed:

1) Total Reading

- in the lowest quartile, Q1, 19% as opposed to the national norm group's 25%; and
- in the top quartile, Q4, 37% as opposed to the norm group's 25%.

2) Total Mathematics

- in the lowest quartile, 23% compared to the norm group's 25%; and
- in the top quartile, 28% as opposed to 25% of the norm group.

3) Language

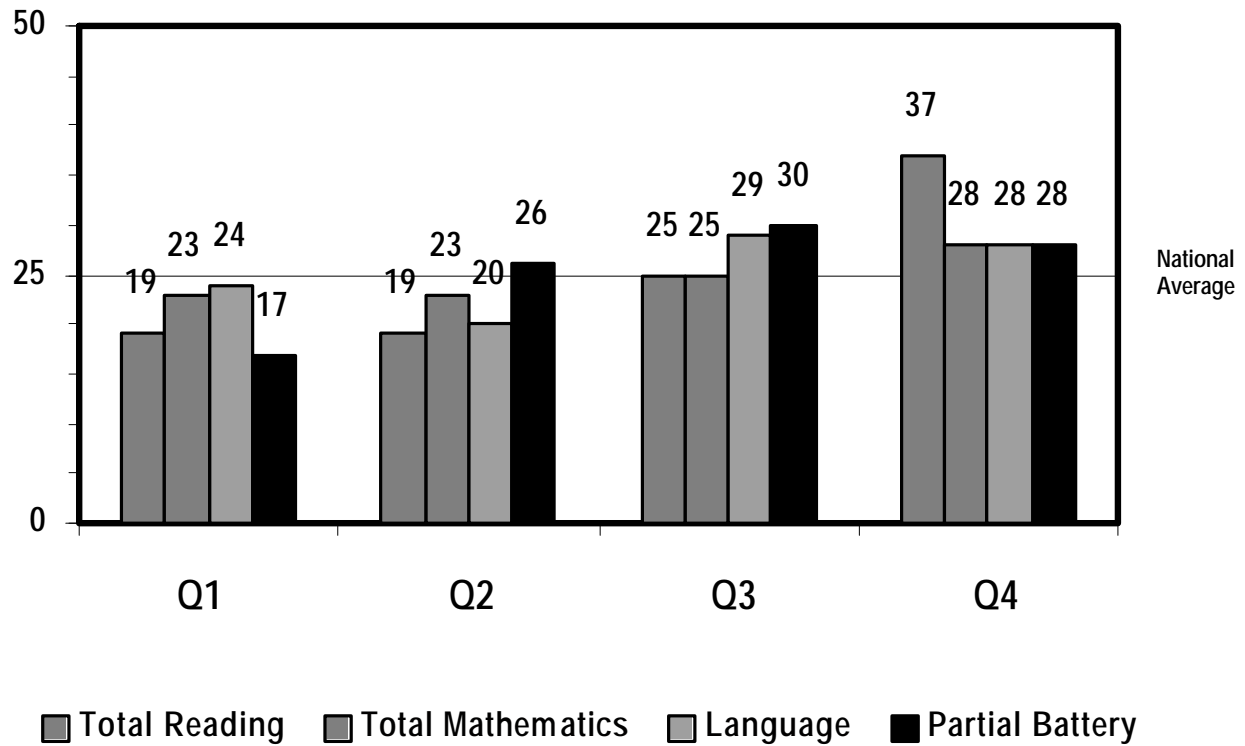
- in the lowest quartile, 24% as opposed to the norm group's 25%; and
- in the top quartile, 28% compared to 25% of the norm group.

4) Partial Battery (or overall performance on *Stanford 9*)

- in the lowest quartile, 17% as opposed to the national norm group's 25%; and
- in the top quartile, 28% as opposed to 25% of the norm group.

Grade 9 performance

Figure 9.3 – *Stanford 9*, Fall 2000, Grade 9
Percentage of Virginia Students in Each National Quartile



Grade 9 performance

Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 2000 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the ninth grade answer documents.

- Gender

Table 9.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

Ninth grade females obtained higher average scores than ninth grade males in all areas except Mathematics: Problem Solving, Mathematics: Procedures, and Total Mathematics.

Table 9.4 – *Stanford 9*, Fall 2000, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	41,936		42,785		8	
Percentage of the Total **	47.3		48.3		<1	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	59	711.8	57	709.3	***	***
Reading Comprehension	67	708.2	56	696.6	***	***
TOTAL READING	64	708.0	56	700.2	***	***
Mathematics: Problem Solving	62	690.1	63	692.1	***	***
Mathematics: Procedures	42	691.9	42	692.6	***	***
TOTAL MATHEMATICS	54	690.6	55	692.1	***	***
Prewriting	54	663.1	46	653.1	***	***
Composing	59	665.9	50	654.5	***	***
Editing	55	663.3	45	653.0	***	***
LANGUAGE	57	664.0	46	652.8	***	***
PARTIAL (Basic) BATTERY	59	N/A	54	N/A	***	N/A

NOTES:

* Overall, 88,568 students were tested in grade 9 in Fall 2000—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 88,568 tested.

*** To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

- Ethnicity

Table 9.5 provides the following for each ethnic group and for students whose ethnicity was not identified in grade 9: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

Percentile ranks in Reading Comprehension and Mathematics: Problem Solving were at or above the national average for American Indian/Alaskan Native students. Percentile ranks were at or above the national average in all 11 areas for Asian/Pacific Islanders. The percentile rank for Black students was below the national average (50th percentile) on all subtests. Virginia's Hispanic students scored at the national average in Mathematics: Problem Solving but below the national average in all others. White students were at or above the national average in all areas other than Mathematics: Procedures

Table 9.5 – *Stanford 9*, Fall 2000, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity		American Indian/Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not identified	
Number Tested *		466		3,346		21,369		3,303		53,736		2,537	
Percentage of the Total **		<1		3.8		24.1		3.7		60.7		2.9	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		49	700.1	64	718.5	41	690.9	48	699.2	65	718.7	55	707.1
Reading Comprehension		51	691.0	68	709.1	40	680.1	49	689.0	70	711.9	58	698.1
TOTAL READING		49	693.8	67	711.3	39	683.5	48	691.9	69	712.8	56	700.4
Mathematics: Problem Solving		50	678.5	79	710.2	39	667.5	50	677.8	71	700.5	58	686.5
Mathematics: Procedures		30	676.8	68	723.1	24	669.5	34	681.8	49	700.3	38	686.8
TOTAL MATHEMATICS		41	678.0	76	714.8	32	669.0	43	679.6	63	699.7	50	687.2
Prewriting		40	646.1	56	666.5	38	643.7	41	647.4	54	664.2	44	651.8
Composing		43	646.0	62	670.2	38	639.2	44	646.7	61	669.0	49	653.8
Editing		38	645.8	60	668.9	34	640.5	37	644.2	57	665.6	44	652.4
LANGUAGE		37	644.6	62	669.5	33	639.6	38	644.6	59	666.4	45	651.8
PARTIAL (Basic) BATTERY		45	N/A	69	N/A	36	N/A	45	N/A	64	N/A	53	N/A

NOTES:

* Overall, 88,568 students were tested in grade 9 in Fall 2000—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 88,568 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

- Students with Limited English Proficiency

Table 9.6 provides the following data for ninth grade students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 9.6 – *Stanford 9*, Fall 2000, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for
Students with Limited English Proficiency (LEP)

Number Tested *	359	
Percentage of the Total **	<1	
	PR	SS
Reading Vocabulary	23	669.2
Reading Comprehension	21	656.1
TOTAL READING	20	662.0
Mathematics: Problem Solving	31	659.8
Mathematics: Procedures	27	673.1
TOTAL MATHEMATICS	29	665.7
Prewriting	20	616.9
Composing	23	617.9
Editing	17	619.3
LANGUAGE	15	616.9
PARTIAL (Basic) BATTERY	26	N/A

NOTES:

* Because test results of students testing with non-standard accommodations have been excluded from all summary data (including this subgroup summary), the number tested shown above does not necessarily include *all* LEP students.

** The percentage indicated is based upon the total of 88,568 LEP and non-LEP students who took the test.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

- Students with Disabilities

Table 9.7 provides the following data for ninth grade students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 9.7 – Stanford 9, Fall 2000, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

Description	ALL (Data for ALL disabled students)		MR (Mental Retardation, both TMR and EMR)		SPD (Severe and Profound Disabilities)		MD (Multiple Disabilities)		OI (Orthopedic Impairment)		VI (Visual Impairment)	
Number Tested	6,300		141		2		35		23		31	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	28	676.4	6	633.8	*	*	24	670.7	50	702.8	57	711.1
Reading Comprehension	27	665.2	8	629.8	*	*	22	658.8	58	699.3	51	691.6
TOTAL READING	26	669.3	6	633.1	*	*	21	662.7	55	701.3	54	697.1
Mathematics: Prob. Solving	32	660.5	11	631.5	*	*	24	652.5	41	670.0	44	672.0
Mathematics: Procedures	20	663.1	8	637.4	*	*	18	659.4	22	667.6	36	685.7
TOTAL MATHEMATICS	26	662.6	9	637.2	*	*	22	657.6	32	669.4	41	677.6
Prewriting	25	625.8	8	589.8	*	*	24	623.6	52	661.5	43	649.3
Composing	25	620.3	10	589.7	*	*	18	608.7	50	654.8	46	649.9
Editing	21	625.5	11	608.9	*	*	21	623.1	33	640.4	42	649.3
LANGUAGE	19	622.6	6	594.5	*	*	16	620.1	42	648.5	41	648.1
PARTIAL (Basic) BATTERY	27	N/A	9	N/A	*	N/A	23	N/A	42	N/A	47	N/A

Description	HI (Hearing Impairment)		LD (Learning Disability)		SED (Serious Emotional Disturbance)		SLI (Speech or Language Impairment)		OHI (Other Health Impairment)		PD (Physical Disability)	
Number Tested	44		4,271		653		112		603		1	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	25	672.5	26	672.8	30	678.2	36	686.1	35	684.4	*	*
Reading Comprehension	33	671.8	25	662.7	26	663.3	43	683.1	30	668.4	*	*
TOTAL READING	29	673.3	24	666.5	25	668.8	39	683.9	30	673.9	*	*
Mathematics: Prob. Solving	41	669.0	30	659.0	28	656.7	48	677.4	32	660.8	*	*
Mathematics: Procedures	33	682.4	19	661.5	17	658.6	30	677.2	19	662.1	*	*
TOTAL MATHEMATICS	37	674.7	24	661.0	22	658.7	40	676.8	25	662.1	*	*
Prewriting	29	631.1	24	624.4	22	620.1	39	644.6	24	624.1	*	*
Composing	30	628.6	23	617.0	22	616.4	35	634.8	28	624.9	*	*
Editing	29	635.5	19	622.4	20	624.2	35	642.7	23	628.2	*	*
LANGUAGE	25	631.0	17	619.9	17	619.9	33	639.8	20	624.3	*	*
PARTIAL (Basic) BATTERY	33	N/A	25	N/A	25	N/A	42	N/A	29	N/A	*	N/A

(Table 9.7 is continued on the following page.)

NOTES:

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

(Table 9.7, continued)

Description	DB (Deafness and Blindness)		A (Autism)		TBI (Traumatic Brain Injury)		504 (otherwise qualified handicap under Section 504 of the Rehabilitatio n Act of 1973)		DD (Develop- mentally Delayed)	
Number Tested	1		13		11		390		0	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	41	692.9	14	656.2	54	706.0	*	*
Reading Comprehension	*	*	23	660.0	18	652.0	52	692.4	*	*
TOTAL READING	*	*	30	672.2	14	653.3	52	696.3	*	*
Mathematics: Prob. Solving	*	*	24	652.3	*	*	53	681.6	*	*
Mathematics: Procedures	*	*	20	661.8	*	*	35	684.1	*	*
TOTAL MATHEMATICS	*	*	22	657.3	*	*	46	682.9	*	*
Prewriting	*	*	14	603.5	*	*	43	649.3	*	*
Composing	*	*	34	634.2	*	*	46	649.0	*	*
Editing	*	*	29	635.0	*	*	41	648.5	*	*
LANGUAGE	*	*	19	615.9	*	*	41	647.7	*	*
PARTIAL (Basic) BATTERY	*	N/A	27	N/A	*	N/A	48	N/A	*	N/A

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.